DOCUMENT RESUME

ED 189 254 UD 020 766

AUTHOR Schenker, Joseph H.; And Others
TITLE Title VII Junior High School Bilingual Program, 1978-79. Final Evaluation Report.
INSTITUTION Community School District 15, Brooklyn, N.Y.
PUB DATE [79]
GRANT G007700584
NOTE 10p.; Not available in paper copy due to broken print.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *Bilingual Education; Federal Programs; *Italian; Italian Americans; Junior High Schools; *Program Effectiveness; *Spanish; Spanish Speaking
IDENTIFIERS *Bilingual Education Act 1968; *New York (Brooklyn)

ABSTRACT

This is the report of the evaluation of a Title VII bilingual bicultural program with both Spanish/English and Italian/English components. The program, which operated in three public and one private school in District 15, Brooklyn, New York, was designed to provide reading instruction in English and the student's native language, mathematics and social studies instruction (native language), and to develop a career awareness program, staff development training, an inservice undergraduate and graduate program, a bilingual learning and materials dissemination center, and a parent education and participation program. In this report, student test data are presented as indicators of the Title VII program's instructional objectives. It is concluded that, although the objectives were not met in the areas of reading and mathematics, the language assessment measure indicates that the program has had a considerable positive effect. Recommendations are offered for improving future evaluation designs. (Author/GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189254

Community School District 15

Office of Funded Programs Evaluation

FINAL EVALUATION REPORT

TITLE VII JUNIOR HIGH SCHOOL BILINGUAL PROGRAM

1978-79

Project # 5061-97603,4
Grant # G007700584

Evaluation Director
Joseph H. Schenker

Research Associates
Rachel Licht
Gita Wiesner

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ron Edmonds
NYC Bd of Ed
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD020766

CHAPTER I

INTRODUCTION, DESCRIPTION OF THE PROGRAM, PROGRAM OBJECTIVES AND EVALUATION PLANS

A. Introduction

This is the report of the evaluation of the 1978-79 Title VII Bilingual Junior High School Program in Community School District 15. For 1978-79, this Bilingual-Bicultural program had two components; Spanish-English and Italian-English. The district't evaluation effort consisted of two phases. The first phase was the responsibility of District program staff and involved the administration and scoring of the battery of tests called for in the program proposal. The second phase consisted of an analysis of the objective test data as collected and the preparation of this report.

B. Description of the Program

As in the first year, the program operated in three public and one non-public school in District 15. The program was to provide reading in the native language, reading in English, mathematics (native language) and social studies (native language) as well as develop a career awareness program, staff development training, an on site, in service undergraduate and graduate program, a bilingual learning and materials dissemination center, and a parent education and participation program. The schools involved were J.H.S. 136 and I.S. 88 (Spanish-English) and J.H.S. 142 and St. Mary's Star of the Sea (Italian-English).

C. Program Objectives and Plan of Report

This evaluation was concerned with the objectives as stated in the proposal. Chapter II reports the analysis of the test data available to evaluate the instructional objectives. Chapter III lists the conclusions and recommendations. In the Tables, data will be reported by grade.

D. Data Analysis Plans

The evaluation design called for two kinds of criteria to test achievement: "significant improvement" from pre-to-post tests which was tested by the "t" test of mean gain, and a historical regression analysis to compare the actual gains for 1978-79 to the gain which would be predicted on the basis of the child's achievement at the beginning of the school year. This procedure, stated simply, estimates the pupil's growth per month based on the pre-test score and then uses this to estimate how much would be gained at this same rate during the seven months between pre-and-post test. This predicted gain is then compared to the actual change during the seven months, again with a "t" test.

E. Criteria Used to Evaluate Achievement of Objectives

To provide some basis for concluding whether or not the objectives were achieved, the evaluation team used the following criteria: if the data indicated significant gains in the one or two schools involved, and in all grades, then the objective was considered "fully achieved"; if the data indicated this same across the board positive pattern with only one exception, or if data were not fully available, then the objective was considered "generally achieved"; if the data indicated that the objective was achieved in one school or grade but not the other, then it was considered "partially achieved". If none of these patterns was found, then the objective was considered "not achieved".

CHAPTER II

ANALYSIS OF OBJECTIVE DATA

At the Junior High School level data were available for three public and one non-public school in reading, mathematics, and language assessment. Table I presents the data for the Vocabulary and Comprehension sub-tests in reading of the California Achievement Test, as well as for the Total reading score; Table II presents the data for the mathematics sub-tests in Computations and in Concepts and Problems, and for Total score as well; and Table III presents the data for the Language Assessment Battery (L.A.B.).

Considering the reading data in Table 1, for the sub-tests and the total score as well the data indicate only partial achievement of the objective, for in each instance only six of the seventeen comparisons made showed statistically significant progress. Examination of these six instances of gains shows no pattern of school differences, for they are shared by two public and the non-public school. Nor is there any pattern of grade differences, for the six gains involve grades six, seven and eight.

The data in Table II indicate that the sub-test for Concepts and Problems was administered more widely than the sub-test in Computations (fourteen times to six times), so that the Total mathematics score is available for only six comparisons. But neither for Concepts nor for Computations was there evidence of achievement of the objective, for only four of the fourteen comparisons were indicative of gains in Concepts, and only one of the six was for Computations or Total score. Thus in mathematics, the objective is considered not achieved.

The data in Table III represent the results of the administration of the Language Assessment Battery (L.A.B.) to four Spanish Dominant classes and two English Dominant classes in two Junior High Schools. While primarily constructed to determine whether Spanish sepaking and Spanish surnamed children can effectively participate in the learning process in English; and if not, whether they can more effectively participate in Spanish, the L.A.B. is also designed to measure the primary areas of language in both, English and Spanish. Thus, we have tested Spanish Dominant children with the English version and English Dominant children with the Spanish version so that the purpose of "bi-linguality" has been measured in both directions.

A visual scanning of Table III, shows the upward movement in mean change on a pre-post basis, at every grade on each version of the L.A.B.; an improvement found to be significant. Further examination of the data indicates that of 163 students tested only 57 declined or did not improve, however, more than 70% of those students tested, 115, improved significantly. Thus, in this area, the objective is considered achieved.

TABLE I

Summary of Data to Test Achievement of Objective For Significant Gain in English Reading, California Achievement Test, by Grade, School, Language Dominance, Test Level And Sub-Test

				VOCABULARY			COMPREHENSION			TOTAL		
GRADE	SCHOOL	Test Level	N	Mean Change[a]	T	Conclus. on Obj.	Mean Change	T	Conclus. on Obj.	Mean Change	T	Con on
6	PA-SD[b]	2	23	2.7	3.03*	A	6.7	5.48*	A	9.1	5.20*	A
	NPS-ED	3	9	1.8	0.36	NA	3.3	0.92	NA	4.4	0.49	NA
7	PA-SD	2	11	-6.2	-4.71*	NA	0.5	0.32	NA	-5.7	2.57*	NA
	ED	3	25	2.2	2.71*	A	-1.0	0.91	NA	1.2	1.11	NA
	PB-SD	2	34	4.4	4.96*	A	2.2	2.92*	A	6.4	5.30*	A
	PC-ID	2	11	1.5	1.39	NA	4.0	1.98	NA	5.4	2.12	NA
		3	7	3.1	1.47	NA	1.0	0.38	NA	-0.9	-1.11	NA
	NPS-ED	3	11	4.2	4.09	A	2.8	2.77	A	7.0	4.09	A
8	PA-SD	2	22	-2.1	-1.24*	NA	2.1	1.49	NA	-0.1	-0.05	NA
	ED	3	11	0.6	0.86	NA	6.0	3.09	A	6.9	2.61	A
	ED	4	34	1.1[c]	0.55	NA	-2.7[c]	-0.76	NA	-0.9[c]	-0.41	NA
	PB-SD	2	28	3.2	3.51*	A	4.9	3.80*	A	6.2	4.35	A
	ED	2	12	2.6	4.48*	A	4.1	1.24	NA	6.8	5.37*	A
	ED	3	8	2.4	2.12	NA	-0.3	-0.14	NA	1.1	0.82	NA
	SD	4	32	-1.2[c]	-0.34	NA	2.3[c]	0.59	NA	3.0[c]	0.96	NA
	NPS-ED	4	6	-1.6[c]	-0.26	NA	-7.5	-0.72	NA	-4.5	0.48	NA
9	PA-SD	2	15	-1.6	-0.61	NA	4.1	2.16*	A	3.5	0.65	NA

a. The changes are gains unless otherwise indicated

b The symbols used are: P-Public Schools, NPS=Non-Public School; SD-Spanish dominant ED=English dominant; ID=Italian dominant

c These data are based on the Normal Curve Equivalent

* The asterisk indicates a statistically significant "t" value.

TABLE II

Summary of Data to Test Achievement of Objective for Significant Gain in Mathematics, California Achievement Test, by by Grade, School, Language Dominance, Test Level, and Sub-Test

GRADE	School and Lang Dom.	Test Level	N	CONCEPTS, PROB. Mean Change[a]	T	Conclus. on Obj.	COMPUTA./FRACT. Mean Change	T	Conclu. on Obj.	TOTAL Mean Change	T	Conclu. On Obj.
6	PA-SD[b]	3	24	-2.1	-1.11	NA	c			c		
	NPS-SD	2	9	-0.1	-0.12	NA	1.1	1.44	NA	1.0	0.68	NA
7	PA-SD	3	25	8.4	6.50	A	c			c		
	ED	2	20	2.4	1.58	NA	2.5	1.60	NA	4.3	1.49	NA
	PB-SD	3	20	5.1	4.66	A	c			c		
	PC-ID	2	8	1.9	1.93	NA	-0.1	-0.24	NA	1.5	1.34	NA
		3	10	2.0	1.10	NA	c			c		
8	PA-SD	3	20	2.7	1.85	NA	1.1	1.26	NA	3.7	2.08	NA
	ED	3	46	2.0	1.77	NA	c			c		
	PB-SD	3	36	5.6	6.26*	A	2.9	3.51*	A	8.4	6.47	A
	PC-ID	3	5	3.6	0.95	NA	c			c		
	NPS-SD	3	9	1.3	0.83	NA	c			c		
9	PA-SD	3	17	0.4	0.31	NA	1.1	1.57	NA	1.5	1.02	NA
	PC-ID	3	8	5.5	2.59*	A	c			c		

a Changes are gains unless otherwise indicated
b Symbols used are: P=Public School, NPS=NON-Public School, SD=Spanish Dominant ED=English Dominant, ID=Italian Dominant
c This Sub-test was not administered
* The asterisk indicates a statistically significant "t" value

TABLE III

SUMMARY OF RESULTS OF LANGUAGE ASSESSMENT BATTERY
PRE-AND-POST PERCENTILES BY GRADE AND
BY LANGUAGE DOMINANCE

GRADE	LANGUAGE DOMINANCE	LANGUAGE ADMINISTERED	N	PRE-TEST MEAN	POST-TEST MEAN	MEAN CHANGE	t-VALUE	NO. THAT IMPROVED	NO. NO CHANGE	NO. THA DECLINE
6	Spanish	English	18	13.33	16.50	+3.17	7.79	16	0	2
7	English	Spanish	18	4.39	7.39	+3.00	4.31	14	0	4
	Spanish	English	17	5.06	6.65	+1.59	3.70	12	1	4
8	English	Spanish	81	35.38	37.72	+2.34	6.88	53	8	21
	Spanish	English	17	8.41	10.35	+1.94	4.58	12	0	5
9	Spanish	English	18	7.08	10.25	+3.23	3.51	8	0	4

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

While this year's evaluation report concurs with last year's in concluding that in the areas of reading and mathematics the objectives were not met fully, the additional measure of language assessment has shown that the program has had a considerable effect. Even in the areas where objectives were not achieved it is important to realize that the variables of language dominance and the small N's (due to the different levels of the tests administered) tend to minimize the possiblity for statistical significant improvement.

It is recommended that the evaluation design for the 1979-80 school year be ammended so that all children are tested with the same test and level appropriate for each grade, in both English and Spanish or English and Italian. This will allow for better comparisons as well as more relevant data.